

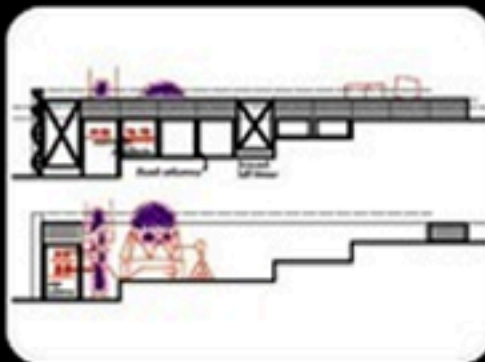
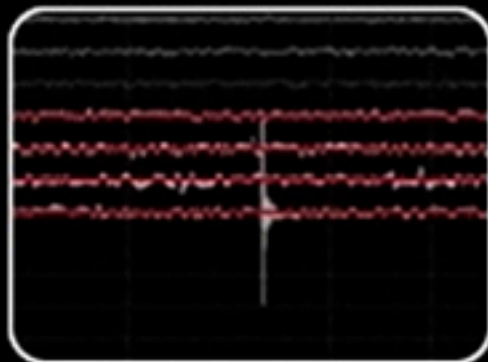
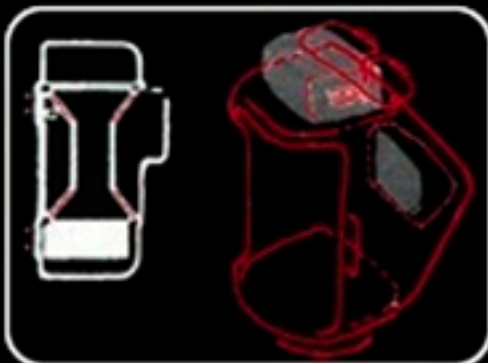
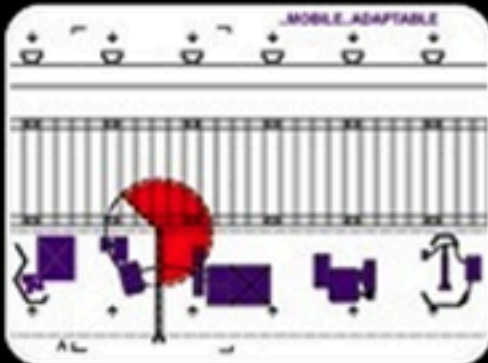
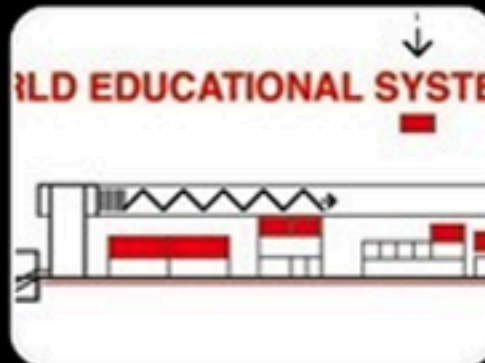
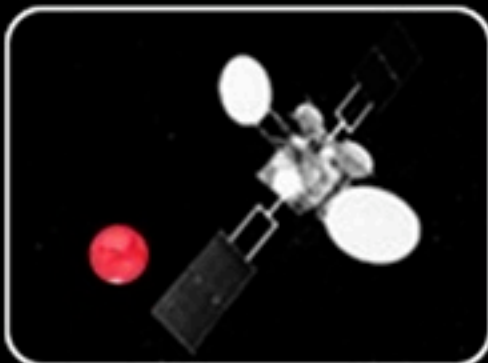
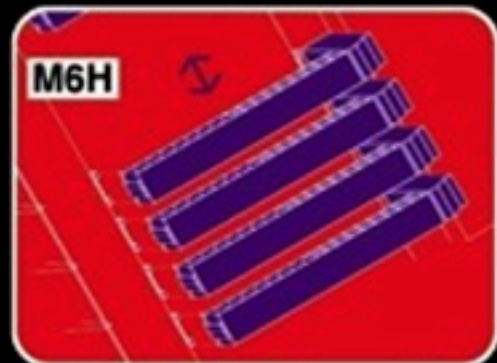
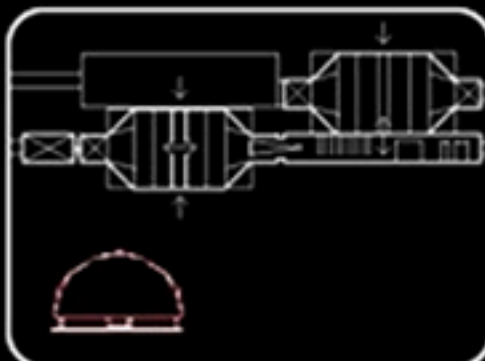
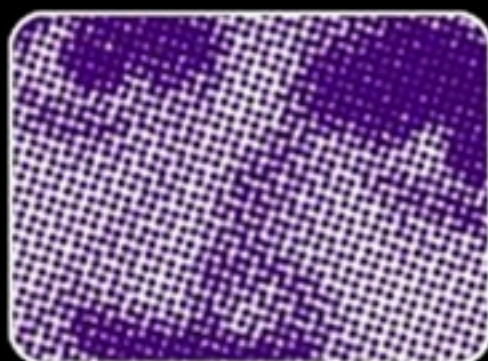
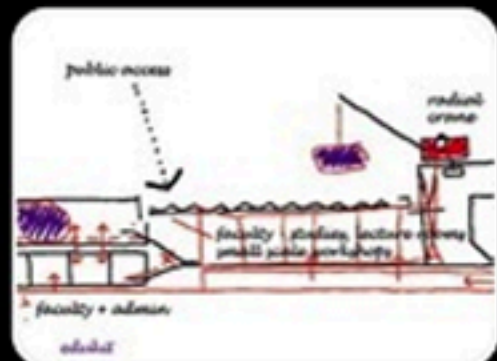
# AD

October 2010

€0.00

10 Anticipatory Design

2010 €0.00



Edukit



**EDUKIT**  
**EDUKIT**  
**EDUKIT**

Edukit is one of two early office entries to the 2010 Paris Biennale being contemplated at the practice in Comolens from 30th September 2008 to 22nd June 2010. It is presented here in a much abbreviated form.

## PROPOSITIONS

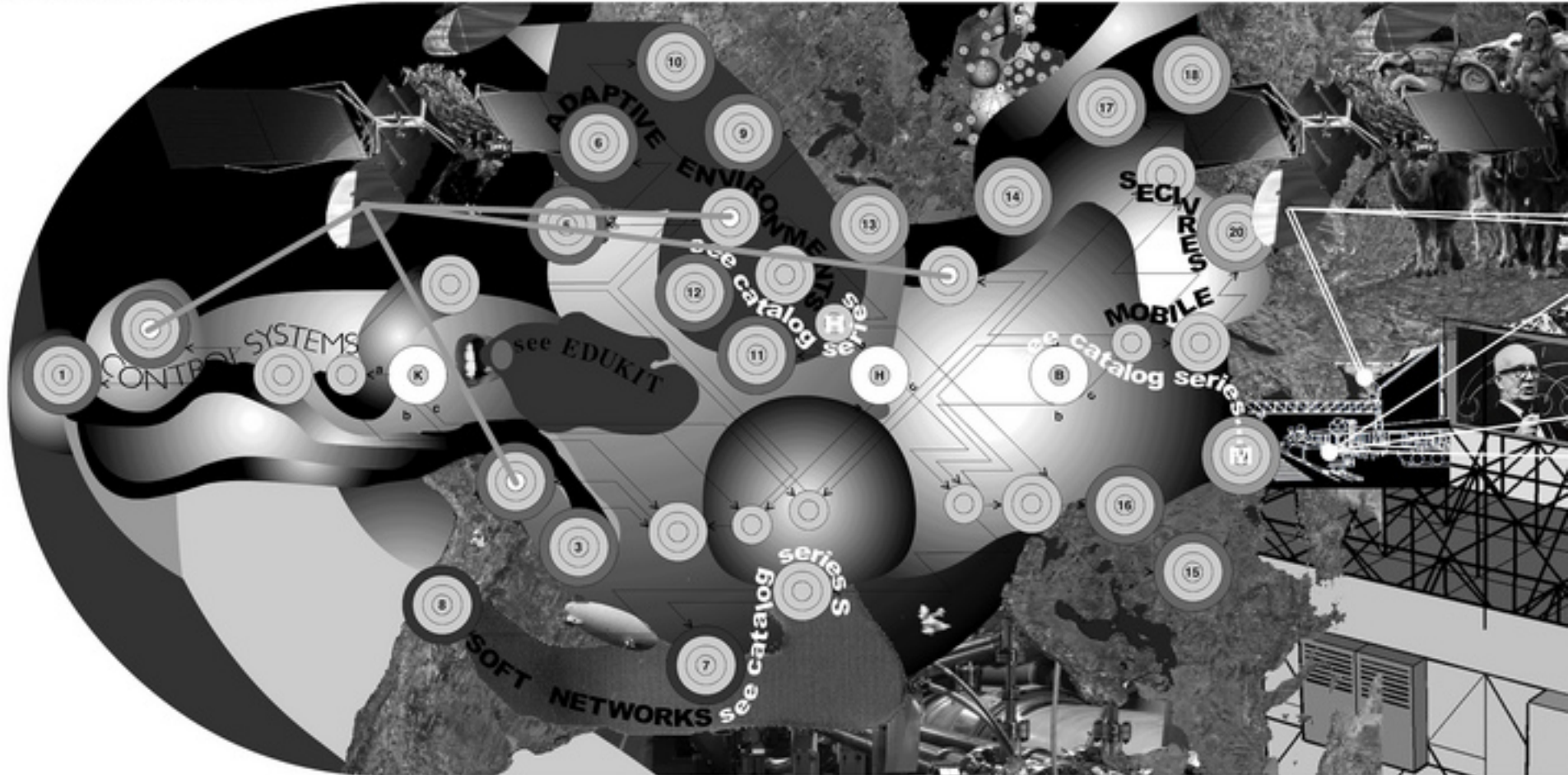
The continuing design of autonomous universities by University Senates and their architects does not represent to me a particularly meaningful way of investing limited National resources. When seen as either a solution to the problem of education or a lifelong learning opportunity the modern concept of university, with its origins in the Middle Ages, wears a certain familiar and jaded look. Considering the amount of research, administrative and designers' time spent on bringing forth a new one, the university does little to prevent ignorance; gives little in the way of pleasure and entertainment to its residential users, the students; does little to reduce the scarcity of the trained personnel who run the service within; is frequently found to be obsolescent upon completion and is usually difficult and expensive to change or throw away. All over the world, architects are engaged on putting up monuments to a medieval sense of learning ... meanwhile, skills shortages increase in the West, access is denied to the poor of the world, UNESCO declares illiteracy persists in parts of Asia and Sub-Saharan Africa ... and millions drop out or become failures in spite of the university. I suggest that universities as we know them have outlived their usefulness and that a strategic redistribution of financial resources is required if we are to receive the benefits of educational servicing that might reasonably be expected.

COLLAGE ILLUSTRATING A WIDE RANGE OF EDUKIT APPLICATIONS:

THE SYSTEM OUTLINED

GLOBAL COVERAGE

UNLOADING MAJOR TRANSPORTER VEHICLE



SERVICE NO

MONITORS  
STUDY STATION

2 WAY LINKS  
TO SPECIALISED TUTORIALS

MOBILE  
OFFICES

Educational servicing should exist primarily for student benefit and pleasure, not for the benefit of teaching, educational, administrative or design personnel. Non-residential servicing - i.e. follow-up, preventive, diagnostic and learning facilities - should be as readily available as servicing at drive-in filling stations.

The imbalance in World availability of educational expertise should not be seen as disadvantageous to under supplied communities - (i.e. developing countries) - rather the local concentrations of skill and excellence to be found in developed countries should be reinforced, and through design intervention made available to those areas needing or requesting increased servicing. Given appropriate communication and learning facilities such availability should not require massive redeployment of educational personnel around the globe. The basic redeployment required is of financial resources.

LINKS TO GROUP TEACHING STATIONS





# LINK TO COMPUTER GRID ↗

## SIMULATORS AND GAMES

The provision of increased or new educational servicing should be taken as an opportunity for creating new industry and employment opportunities in those locations choosing to become Edukit subscribers. The increasing sophistication of electronic engineering and communication techniques should be realised as creating opportunities for home monitoring and educational servicing. The priorities in the provision of educational service facilities should be seen as equipment, personnel and buildings ... in that order.

## SEMINAR GROUP

In response to the propositions Edukit outlines a system of parts, divisible into four broad categories, which are either illustrated or symbolised in the accompanying illustrations. It is intended that Edukit could be applied anywhere in the UK or abroad. The service proposed would be available on subscription as in the case of public educational schemes, and both personnel and components would be supplied by Edukit. It is my intention to describe an integrated and comprehensive supply system as an alternative to the current concept of university. The work illustrated here is presented as a beginning ... I will appreciate any comments, particularly the hostile.

## STAIRS

THE EXECUTIVE SERVICE

MONITORING EQUIPMENT

REMOTE LOCATION EDUCATIONAL SERVICE

HOME MONITORING

ADVANCE PARTY ARRIVING



EDUKIT COMPONENTS ON EDUCATIONAL AND PREVENTIVE TOUR  
AN EXTRACT FROM THE PARIS BIENNALE EXHIBIT



## STUDENTS

H.001

Any residential servicing requiring overnight stay away from home should be seen by the designer as a recreational and leisure problem.

All design proposals concerning educational facilities supply should capitalise on the assumption that they will rapidly become obsolescent and will therefore require ease of removal, modernisation, alteration or destruction.

## MOVE OUTSIDE

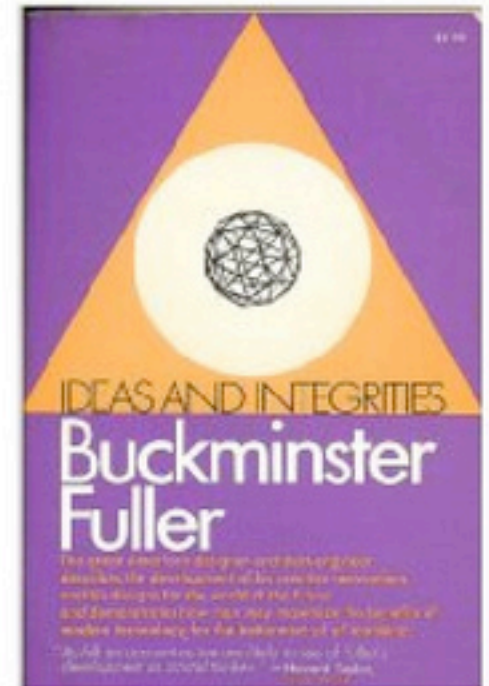
COMPONENT & SERIES	CAT. No.	USE and/or LOCATION
<b>ELECTRONIC SERIES</b>		
Membership of Comsat	S.001	Access to Intelsat systems: fast 2-way links in disaster servicing.
Links to Nat.Comptr. Grids	S.002 -006	Teaching; Diagnosis; Records; Research.
Monitoring Module + components	S.003 -016	Basic element. General use in home or teaching station. Specialised use as tutorial element. Monitors central production and servicing. CCTV attachment. Usable on telephone lines.
Information Kiosk	S.024	Street corner or drive-in location. Basic element in preventive system. Linked to neighbourhood centre or university.
<b>MOBILE SERIES</b>		
Transporter units	M.001 -004	Land, sea or air transporters used to ship major convoys or systems on educational or disaster missions.
Small teams Sky-divers and para-educationalists	M.005 -009	Advance party to check out Edukit supplies required. Also for direct delivery to difficult or damaged sites.
Mobile offices	M.016	Semi-private enclosures available to educational personnel or students. Used in classroom location.
<b>WALLS SERIES</b>		
Powered wall panels	W.001	Used as external walls and secondary self contained and supported screens.
A.C. Panel	W.002	Conditioned air panels. Located in external walls.
Retractable sun roof	W.004	Used in conjunction with wall (W.001) and other enclosure elements.
Disposable space mixers	W.015	Short life element. Use with information pods and intensive teaching and learning modules.
<b>GENERAL SERIES</b>		
Food supply		To increase the range of food offered use will be made of existing restaurants and deep freeze/microwave techniques. No central kitchens provided.
Games		Edukit proposes a set of international electronic games and simulator systems to be operable by students either mobile or based at home.

THE ABOVE REPRESENTS ONLY A SELECTION OF THE EDUKIT RANGE. FURTHER INFORMATION WILL BE AVAILABLE IN THE REPORT AVAILABLE ON DEMAND.



# ORIGINAL SCHEMA

## Norman Fellows



Buckminster Fuller (Bucky) delivered the Annual Discourse to the Royal Institute of British Architects (RIBA) in June 1958 at the RIBA, entitled **Experimental Probing of Architectural Initiative**, in which he defined his work as "*comprehensive anticipatory design science*" [1].

The following year, in a talk given at the AAA in Oregon [2], Bucky said that:

"Architects, if they are to be really comprehensive, must assume the enormous task of thinking in terms always disciplined to the total world pattern of needs, its resource flows, its recirculatory and regenerative processes.

Architects might join one another to carry on their work in laboratories as do doctors in anticipatory medicine. Architects might solve design problems of world-resource use before people get into resource troubles. Architects might thus join forces, as do scientists, with the integrity of inter-self accrediting of the respective abilities of each individual on the team. Architects might begin the laboratory pooling of their resource capabilities at the university level.

Architects should tell architectural schools that they also favor research and development in the university."

To architects attending, such words would represent a clear recommendation for ACTION.

25 years later, in the introduction to an exhibition at the AA in London in 1984 [3], Cedric Price (CP) wrote that:

"In this instance, ACTION refers to that taken by me, and subsequently the office, in response to requests by others. Such requests are not necessarily of an architectural nature and are frequently in the form of a challenge which does not necessarily suggest an architectural response.

In such cases, an architectural response has first, and quickly, to be compared within the office to the alternatives of firstly, a proposal related to other disciplines, activities and non-architectural products or secondly, a clearly explained reason for no response at all. The latter is the first construction 'inaction' that architects can offer, having satisfied themselves that they are of no use. To enable this response to be constructive, it must be fast and authoritative. Indeed this is one of the finest reasons for architects to involve themselves continuously in anticipatory design as recommended by Buckminster Fuller."

Now, today, a further 25 years on, the 2009 call for entries to the Buckminster Fuller Challenge has been announced and is looking for "comprehensive anticipatory design solutions that address multiple problems without creating new ones" [4]. I am therefore making a prime example of such design the focus of my initial research proposal and of my initial pilot research, namely, 'Edukit'.

Bucky gave a talk in 1960, entitled Prime Design, in which he referred briefly to "the world educational (system)" [5], and another in 1962, issued as Education Automation, which he devoted to the new educational system [6]. Since then few architects have involved themselves in Bucky's recommendation. CP, of course, has been the notable exception. The Potteries Thinkbelt [7], in particular, represents a radical alternative to the traditional university, followed by his proposals for educational facilities at Atom [8], Detroit [9], and Birmingham [10], for example. It is therefore worth noting what Gordon Pask had to say in 1969 [11]:

"A University need not be conceived as a set of buildings around a courtyard with living accommodation and lecture theatre. The educational system might, in certain circumstances, be spatially distributed rather than localized. In any case, architects are positively encouraged to anticipate trends such as the development of educational technology and to provide for their impact upon whatever structure is erected. By token of this the architect quite often comes into the picture at the time when a higher educational system is being contemplated, without commitment to whether or not it is called a university."

The Edukit project - ie world educational system - is an early entry project of this type [12] and a new design for new learning for the "one-town world" Bucky anticipated half a century ago [13] [14].

## REFERENCES

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- 3 PRICE, C. (1984), Works II, Architectural Association, London, p.18.
- 4 BUCKMINSTER FULLER INSTITUTE, (2008), The Buckminster Fuller Challenge, <http://challenge.bfi.org/>
- 5 FULLER, R. B. (1963), Ideas and Integrities, Collier Books, New York, p.248.
- 6 FULLER, R. B. (1962), Education Automation, Southern Illinois University Press  
see also MELLER, J. (1970), The Buckminster Fuller Reader, BFI, Santa Barbara, CA., p.371.
- 7 PRICE, C. (1966), Potteries Thinkbelt, AD 10/66, pp. 484-497.
- 8 PRICE, C. (1968), Learning, AD 6/68, pp. 232-235.
- 9 PRICE, C. (1971), CP Supplement No.4, AD 10/70, pp. 353-363.
- 10 PRICE, C. (1971), CP Supplement No.4, AD 10/70, pp. 364-368.
- 11 PASK, G. (1969), The Architectural Relevance of Cybernetics, AD 9/69, p. 496.
- 12 PASK, G. (1969), The Architectural Relevance of Cybernetics, AD 9/69, p. 496.
- 13 FULLER, R. B. (1963), Ideas and Integrities, Collier Books, New York, p. 78.
- 14 DUGDALE, A. et al (1969), Medikit, AD 10/69, pp. 566-567 - see my comment at <http://www.normanfellows.com/ad/?p=491>